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ABSTRACT

A goal of the Maximizing Achievement Potential toward Excellence Program is that there be no statistically significant differences related to race or socioeconomic status in the areas of academic achievement, placement, and academic participation in kindergarten through 12th grade. The program is supported by a primary school objective which asserts that all students will have attained all achievement criteria for the third grade when they enter fourth grade; dedicated State Compensatory Education programs; the Chapter I instructional aide program for kindergarten; and the Chapter I Team Teaching In-Class Replacement program for first and second grade. This document describes the team teaching program for first and second grades in terms of: (1) team teaching, in-class location, and replacement for the purpose of reducing class size by half; (2) instruction in reading and language arts and mathematics; and (3) procedures for selecting and ranking students, keeping records, documentation, monitoring individual achievement, and program improvement. Program evaluation findings indicate that students have made significant movement toward the goal of narrowing the gap between achievement and grade level expectations. A statement of county board policy, various statistics and graphs, and forms that aid in recording the progress of students in mathematics and language arts are provided. (RH)

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TEAM TEACHING IN-CLASS REPLACEMENT MODEL

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ACKNOWLEDGEMENTS

TEAM TEACHING IN-CLASS REPLACEMENT MODEL

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* * * * * *

Thanks to all the teachers who have helped to make this a successful program and to the administrators and parents who have supported this program.

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* *

MAXIMIZING ACHIEVEMENT POTENTIAL TOWARD EXCELLENCE

"MAP To Excellence"

PROGRAM OVERVIEW

"MAP to Excellence" is a multifaceted approach to curriculum, instruction and organization aimed at increasing student achievement in a targeted population, namely those students who through racial, social and/or economic condition are considered "at risk". Although originally utilizing measurements of achievement within a specific population (i.e., black students), the program objectives and modifications will impact all "at risk" students in the targeted schools. Organization, support and guidance components for faculty, students, and parents are designed to focus the efforts of the entire school community toward a higher level of effectiveness in teaching and learning.

"MAP To Excellence" confirms the Frederick County Board of Education's commitment to providing an educational program and product which is consistent and comparable for all "at risk" students. Special attention devoted to the participation and achievement of "at risk" students is aimed at their developing the basic skills and attitudes necessary to lead productive and satisfying lives as students and as graduated adults. In pursuing its objectives, "MAP to Excellence" will attend to the varied student learning styles and intellectual, social, emotional, and physical needs through differentiated options such as the transitional first grade, tutoring, and gifted and talented programs so that the school program is challenging and rewarding to each individual.

"MAP to Excellence" recognizes that student achievement is not solely a result of classroom experiences, but is a combination of the knowledge, values, and attitudes developed in and through the home, school and community. Thus, one of the key components of each school's program is to provide a linkage among the home, community, and school.

"MAP to Excellence", in its first phase, is a five-year program which will impact students from kindergarten through twelfth grade. Its goals and objectives provide the commitment and direction which will lead Frederick County Public Schools toward a more equitable distribution of achievement among all students regardless of race or socioeconomic status.

STATEMENT OF THE PROBLEM

The 1986 Report of Student Participation and Achievement (which was prompted by the 1984-85 Five-Year Educational Plan) cites minority achievement and participation as a priority, and provides a detailed study of educational equity in Frederick County. The ability to analyze available test results on the basis of race (begun in FY86) has enabled the county to study the problem of racial equity with empirical data over the last two years. This study coupled with the recent reports to the Board on ability group distribution would indicate that a more concentrated educational effort is necessary to improve academic achievement of "at risk" students.

During 1985 and 1986 efforts of the Frederick County Schools directed toward increasing test scores in both the California Achievement Tests and the Maryland Functional Tests, by and large, have been successful. County-wide achievement during 1986 was at or near its highest point on all state and national testing. These high marks are part of a consistent increase in test scores over the past five years. There is much to be proud of as we review these test results.

There is, however, a major concern which develops from the test data. When analyzed on a racial basis, test results show significant difference between the level of achievement of black students as a group when compared to white students. The mean scores of black students are significantly lower than white students on all the sub-tests of the California Achievement Tests, grades 3, 5, 8, 10. In addition, the percentages of black students passing the Maryland Functional Tests is significantly lower than that of whites.

The discrepancy in test achievement is reinforced by data which shows high numbers of black students in our on-grade and remedial programs and low numbers in our advanced and enriched programs.

In cocurricular and extracurricular activities related to academics (e.g., subject area clubs and academic tournament teams), black students are under-represented.

The conclusions noted above are based upon group statistics. They indicate that black students, as a group, are not achieving as well as white students, as a group. It is important to keep in mind that there are many individual black students whose achievement in both academic and extracurricular endeavors has been equal or superior to their white counterparts.

The program, "Maximizing Achievement Potential toward Excellence", (MAP to Excellence) is an approach in curriculum, instruction, and organization designed to address the discrepancy issues noted above. The causes of these discrepancies are complex: they include issues of socioeconomic status, motivation, aspiration and values, and cultural awareness and sensitivity. In Frederick County, a high percentage of the black students are part of families whose socioeconomic status and family organization place them among those students considered "at risk". A larger number of white students (but a smaller percentage) are living in similar conditions which place them "at risk". Thus, the MAP program, while clearly concerned with raising the level of black student achievement, is equally concerned with providing support and guidance for all "at risk" students in the targeted schools who are achieving below acceptable standards.

PROGRAM GOAL

THERE SHALL BE NO STATISTICALLY SIGNIFICANT DIFFERENCES SPECIFICALLY RELATED TO RACE OR SOCIOECONOMIC STATUS IN ACADEMIC ACHIEVEMENT AND PLACEMENT AND IN ACADEMIC CO-CURRICULAR AND EXTRACURRICULAR PARTICIPATION.

PROGRAM OBJECTIVE

Primary Education Program

BY THE 1991-92 SCHOOL YEAR, ALL STUDENTS SHALL ATTAIN AT LEAST FOURTH GRADE ON-GRADE STATUS BY THE TIME THEY ENTER GRADE 4.

The measurement of this goal will be in the placement of students according to the achievement criteria established in the school system for students who are beginning grade 4. On-grade placement will mean completion of all achievement criteria through the third grade.

The Chapter I and dedicated State Compensatory Education programs are designed to support the "MAP to Excellence" program goal and the Primary Education Objective noted above.

FREDERICK COUNTY SYSTEM COMMITMENT

Frederick County School Board has adopted policy incorporating Quality Learning For All Students as a mission statement that includes effective school models and school system improvement goals. All program efforts within the system are tied together through the integration of goals and objectives. The structural framework used for board policy statements is a top-down and bottom-up model. Refer to Appendix A-1 and A-2.

CHAPTER I

ACCEPT AND CHALLENGE

For many years, under a variety of names, the federally funded ACCEPT AND CHALLENGE (Chapter I) program has been providing compensatory service in language Arts and mathematics to low-achieving students in identified schools. While the Chapter I Pullout Program had demonstrated some measurable success in improving the achievement level of identified students and had been recognized as a model program statewide, there remained a lag in student achievement related to this program that demanded a new approach to providing compensatory services.

The ACCEPT AND CHALLENGE program has been radically restructured in its use of Chapter I funds in delivering compensatory services to identified students. The cornerstone of this restructuring is a commitment to providing classroom teachers in direct instruction rather than using a combination of resource teachers and aides in a Pullout model that removes the students from the regular classroom.

In the current Chapter I program, kindergarten instructional Chapter I services are provided through an instructional aide program. However, Chapter I students in first and second grades receive Chapter I services through a replacement model where a certified cooperative teacher is employed to provide remediation, extension, enrichment and/or modification of curriculum and instruction to Chapter I youngsters. The net effect of the program Chapter I students receive in first and second grades will be the benefits provided by small group or individual instruction where the teacher to student ratio in Chapter I classrooms is equal to half that of the grade span average for non-Chapter I classrooms. Additionally, Chapter I funds are being used to provide a wide range of other support services. These services include staff development, community liaisons and A/B/T Libraries.

PROGRAM GOALS

The purpose of the Chapter I program is to improve the educational opportunities of educationally deprived students by helping such students succeed in the regular program of the local educational agency; attain grade level proficiency; and improve achievement in basic and more advanced skills. Advanced skills are defined as reasoning, analyses, problem solving, interpretation and decision-making.

OVERVIEW

Chapter I is a supplemental program that has been created to support the educational philosophy and goals of the Frederick County Board of Education. Therefore, the program is divided into two distinct models. The first model provides service to kindergarten students through the use of instructional aides and is an in-class model only. The second model is the Team Teaching In-Class Replacement model which provides services to first and second grade students.

The Chapter I program is the responsibility of, and is managed by, the school principal.

The following descriptions of the program are provided to facilitate effective management of the program so that the program remains in compliance with federal statutes and state guidelines.

PROGRAM DESIGN:

MODEL I

KINDERGARTEN PROGRAM Chapter I will provide each Chapter I school with one kindergarten aide. The aide must provide reinforcement/enrichment activities to Chapter I identified students only. Services must be provided in the kindergarten classroom. Each Chapter I kindergarten instructional aide must maintain a planbook of activities for the entire work day. The planbook must contain day, date, time, skill, name of students and progress of students per activity. The planbook is an ongoing record and reflects activities planned in cooperation with the classroom teacher. The classroom teacher is responsible for assessing the needs of Chapter I students and directing the activities of the aide accordingly. Student work folders should be maintained to reflect the needs and progress of each Chapter I student. Work samples should be dated and maintained in the folders.

Chapter I instructional aides may be responsible for the same duties that county instructional aides perform to all students provided those duties are equal in time and responsibility. However, Chapter I aides' duties may not exceed one hour per day.

MODEL II

TRANSITIONAL FIRST GRADE PROGRAM - Transitional first grade is a part of the Chapter I program that is offered to Frederick County's first grade students in greatest need. A needs assessment is given county-wide to determine the students having the greatest need for the program. All students participating in the program are eligible for Chapter I services. Educational deficiencies are many and have required a specific curriculum to meet the needs of first grade students.

The curriculum is based on high interest themes that encourage concept development in the areas of reading, Language Arts and math that include reading, writing, listening, and speaking. The program includes the use of manipulative materials to build fine and gross motor skills and further integrate the theme into the classroom.

Unlike the regular first grade program that provides one teacher per 24 students, the transitional first grade program provides one teacher per 12 students per classroom; thus reducing the class size by half. The transitional pupil/teacher ratio represents the design of the local compensatory education program.

TEAM TEACHING IN-CLASS REPLACEMENT PROGRAM - The Team Teaching In-Class Replacement Model provides Chapter I services to identified students in first grade classrooms that are not transitional and second grade classrooms. However, first grade services include the T-1 program where a straight replacement model exists. The following descriptors explain the Team Teaching In-Class Model found in first and second grades. In first and second grades, two teachers team teach all students, both Chapter I and non-Chapter I, in each Chapter I classroom. In the Team Teaching In-Class Replacement Model both teachers are totally responsible for the regular and Chapter I instructional programs.

TEAM TEACHING PROGRAM - Both local and cooperative teachers jointly plan the instructional program for all students and coordinate the implementation of those plans with shared and equal responsibility. Plans are prepared in advance based on an assessment of individual and small group needs. Planning must be scheduled weekly but may occur daily.

In the area of Language Arts, four reading groups must exist. Two of the groups will contain Chapter I students and two of the groups will contain non-Chapter I dependent upon instructional needs.

The local teacher will provide initial instruction in the area of reading for one Chapter I and one non-Chapter I group, while the cooperative teacher will have the responsibility to extend instruction to those same students that the local teacher taught. The cooperative teachers will provide initial instruction in the area of reading for one Chapter I and one non-Chapter I group while the local teacher will have the responsibility to extend instruction and to provide enrichment and/or reinforcement activities and/or modified instruction to those same students that the cooperative teacher taught.

Each teacher will provide initial reading instruction to his/her two groups for the entire report card marking period. At the end of each report card marking period, each teacher will switch reading group responsibilities so that the teacher who provided previous extension, enrichments, reinforcement, or modified instruction will become the teacher responsible for providing initial instruction to those same students.

IN-CLASS PROGRAM - Teachers team teach in the same classroom. Teachers and students must maintain the same physical space although distinct instructional areas within the same room may result.

REPLACEMENT PROGRAM - The purpose of the replacement model is to reduce the average class size in half; increase both instructional and learning time for all students; provide individual instruction to meet Chapter I student needs; adjust curricula to meet the needs of students; and provide a nurturing environment that will enhance the self-esteem of the learner. This is accomplished by matching local, state and Chapter I funds. The matching of funds align financial obligations to include equal positions and responsibilities. This is why there must be four reading groups and two math groups in each Chapter I classroom. In addition, this is why each teacher must provide initial reading instruction to one Chapter I group and one non-Chapter I group per report card period and why those groups must be switched and not rotated at the end of each report card marking period.

The instructional design of the program is related to compliance issues in terms of process and procedures in the areas of reading, Language Arts and math.

Appendix B is a graphic representation of a reading procedure/process that supports compliance with the Team Teaching In-Class Replacement Model used in first and second grades. This procedure allows 500 minutes per week of reading instruction and related activities.

LANGUAGE ARTS

Language Arts instruction may be carried out as whole group instruction. The local teacher and cooperative teacher may alternate whole group instruction responsibilities per unit with the second teacher pulling individual or small groups to the side for additional help or circulating around the room providing help.

30 MINUTES TOTAL GROUP ACTIVITY w/TEACHER I

- Put sentences on board dealing with day.
- After sentences have been read and discussed, a skill is focused on and taught.
- Then, make a game out of skill work. When done, children take turns reading a sentence. Then erasing it. (Good exposure to all vocabulary)
- Teacher two then pulls children in small groups to work on individual skills, vocabulary, handwriting, writing, etc. Allow time for individualized and some group attention.

MATHEMATICS

In the area of math there will be two math groups. Students will be grouped according to needs instead of area of identification, so that both math groups may contain Chapter I students. Each teacher will be responsible for the initial instruction of his/her group and provide REEM to the other teacher's group. Groups will be switched at each report card marking period.

STUDENT SELECTION

Kindergarten students are selected to receive Chapter I services in reading/Language Arts and math. Services are determined by using the DALLAS Preschool Inventory. This inventory is developmentally and age appropriate. Students scoring a 10-month or more lag when comparing developmental with chronological age will receive Chapter I service.

First grade students are selected to receive Chapter I reading/Language Arts and/or math services. Services are determined by using the Frederick County Chapter I Student Identification MATRIX. The MATRIX consists of three sections to determine reading/Language Arts needs and three sections for math needs. These three sections are standardized test

performance, the student's instructional level, and a teacher rating scale. Each of the three sections is rated by the student's classroom teacher and returned to Central Office where a composite score is calculated in the area of reading/Language Arts and mathematics. Each student's composite score is ranked by low risk, moderate risk and high risk factors. The high/high students are selected first, then the moderate/high students are selected next for services.

The instrument used to select and identify second grade students is the same Frederick County Chapter I Student Identification MATRIX used to select first grade students. Procedures remain the same for collecting and disseminating data to the schools and ranking students according to greatest need.

RANKING OF STUDENTS

The composite score will be used to rank students. The Central Office will provide each school with a list of participating students in rank order for each grade level by instructional area (reading/Language Arts) (Mathematics).

Refer to Appendices C-1 and C-2 for the Chapter I Student Identification MATRIX.

RECORD KEEPING AND DOCUMENTATION FOR TEAM TEACHING IN-CLASS REPLACEMENT MODEL

A diagnostic/prescriptive approach will be used. Each teacher will diagnose and prescribe for the needs of the Chapter I students for whom he/she is responsible. Both teachers will keep a detailed planbook of daily activities that represent the entire workday. The planbook will become a record of student needs and progress. The planbook will contain the day, date, time, skill, student names and progress per activity. Language Arts assessments may be conducted at the conclusion of the activity rather than quarterly to provide assessment, feedback, and/or re-teaching Should teachers prefer to create additional forms to indicate individual student needs and progress in reading, Language Arts and math, such forms may be used in addition to the requirements stated above and below.

Student folders should be maintained for Chapter I students. They should contain dated work samples in the areas of reading, Language Arts and/or math that indicate student needs and progress and support the activities indicated in the planbook.

INDIVIDUAL ACHIEVEMENT MONITORING

Every student identified as "at risk" as a result of low achievement will be monitored individually. Staff members will complete periodic performance review to identify skill and content deficiencies and to define instructional strategies to remediate these deficiencies.

Steps used by the local system in diagnosing student needs are the Language Arts Assessment, Task Assessment, standardized test, Math Skill Record Cards, teacher judgement and county testing program in grades K-2. Since Chapter I is a replacement model, the locally funded teacher and Chapter I funded teacher keep the same records and documents for all students. Program is monitored through the Language Arts Assessment Test, Math Assessment Test and is on an ongoing basis.

Refer to Appendices D, E, F and G for a copy of the Math (D), Language Arts (E) Assessment Sheet and reading (F) and math (G) planning sheets.

PROGRAM IMPROVEMENT

Public Law 100-297 mandates that the Chapter I program be held accountable for attaining the goals of the program. Program improvement efforts will be necessary for a school when second grade students, as measured by aggregate performance on the California Achievement Test, do not grow at least one NCE, or meet the desired outcomes of the project.

DESIRED OUTCOMES: PROGRAM IMPROVEMENT EVALUATION

1. There will be a 10% increase in the percent of third grade Chapter I students placed on grade level in reading/Language Arts and/or math at the end of the second grade as measured by the L.A. Assessment Instrument and math skills attainment record.

2. 80% of Chapter I students' parents will attend both the Fall and Spring Parent-Teacher Conferences.

3. In the aggregate, students will gain on NCE in grade 1 in the area of Total Reading and Total Math to measure basic skills. Reading Comprehension, Math Application and Computation will be used to measure more advanced skills as measured by the Spring pre/post CAT.

4. In the aggregate, students will gain one NCE in grade 2 in the area of Total Reading and Total Math to measure basic skills. Reading Comprehension, Math Application and Computation will be used to measure more advanced skills as measured by the Spring pre/post CAT.

5. Kindergarten program improvement will be measured by the following indicators only: a narrowing of 6 months or more between chronological and developmental age on the pre and post scores as measured by the DALLAS Pre-School Inventory.

Program improvement efforts will be necessary for individual students who have been served for a program year and have not grown one NCE as measured by the Spring California Achievement Test pre/post results. For these students, programs should be modified to better serve the student. Such students should be flagged and closely monitored. Records should be kept to indicate modifications to the student's program.

EVALUATION

A study of the academic growth of Chapter I students who participated in the Team Teaching model implemented during the 1987-88 school year demonstrates a very positive effect on student achievement and indicates continuous academic growth for all students.

During the past three years, the percent of first grade students who attained one year's plus growth increased from 20% to 97% and the percent of second grade students increased from 38% to 98%. The on-grade level status increased from 1% to 60% for first graders and from 3% to 50% for second graders.

The success for black students in achievement and grade level placement showed dramatic improvement. Black students on-grade level status increased from 0% to 50% and 100% of the black students made one year's plus growth.

The Team Teaching model has also resulted in improved standardized test results as indicated below:

Grade 1

CAT Average percentile 58 - Stanine 5 in Reading Comprehension
CAT Average percentile 59 - Stanine 5 in Mathematics

72% of the students scored at or above Stanine 5 in Reading Comp.
79% of the students scored at or above Stanine 5 in Math

Grade 2

CAT - +5.0 NCE gain in Reading Comprehension
+4.0 NCE gain in Language
+6.0 NCE gain in Math

The results of the Team Teaching model indicate that students are moving significantly towards the critical goal of narrowing the gap between achievement and grade level expectations.

CHAPTER I INSTRUCTIONAL GROWTH

The following figures show 1988-89 academic growth as compared to the previous two years.

Grade 1	1 Year's plus growth	On Grade Level	Above Grade
1986-87	20%	1%	0
1987-88	92%	42%	0
1988-89	97%	60%	2%

(See Figure I)

Grade 2	1 Year's plus growth	On Grade Level	Above Grade
1986-87	38%	3%	0%
1987-88	98%	34%	0
1988-89	98%	50%	2%

(See Figure II)

	Whites on Grade	Blacks on Grade
1986-87	2%	0%
1987-88	40%	25%
1988-89	56%	50%

(See Figure III)

	1 Year's plus growth		1.5 Year's plus growth	
1988-89	Whites	Blacks	Whites	Blacks
	97%	100%	41%	45%

CHAPTER I STANDARDIZED TEST RESULTS

Grade 1

C.A.T. Average percentile 58 - Stanine 5 in Reading Comprehension
C.A.T. Average percentile 59 - Stanine 5 in Mathematics
72% of the students scored at or above Stanine 5 in Reading Comprehension
79% of the students scored at or above Stanine 5 in Math

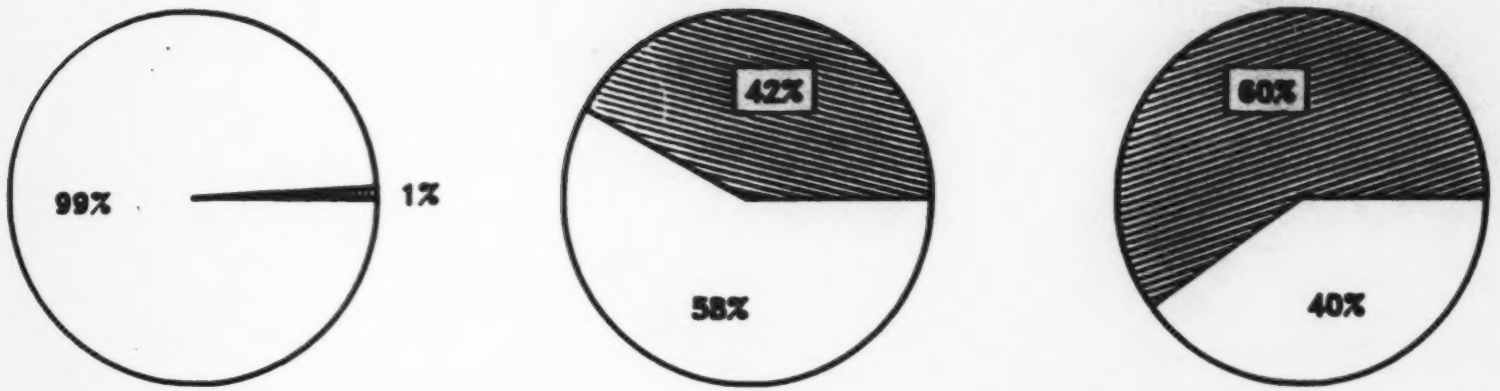
Grade 2

C.A.T. +5.0 NCE gain in Reading Comprehension
+4.0 NCE gain in Language
+6.0 NCE gain in Mathematics

FREDERICK COUNTY CHAPTER ONE PROGRAM

END-OF-YEAR ON-GRADE LEVEL COMPARISON

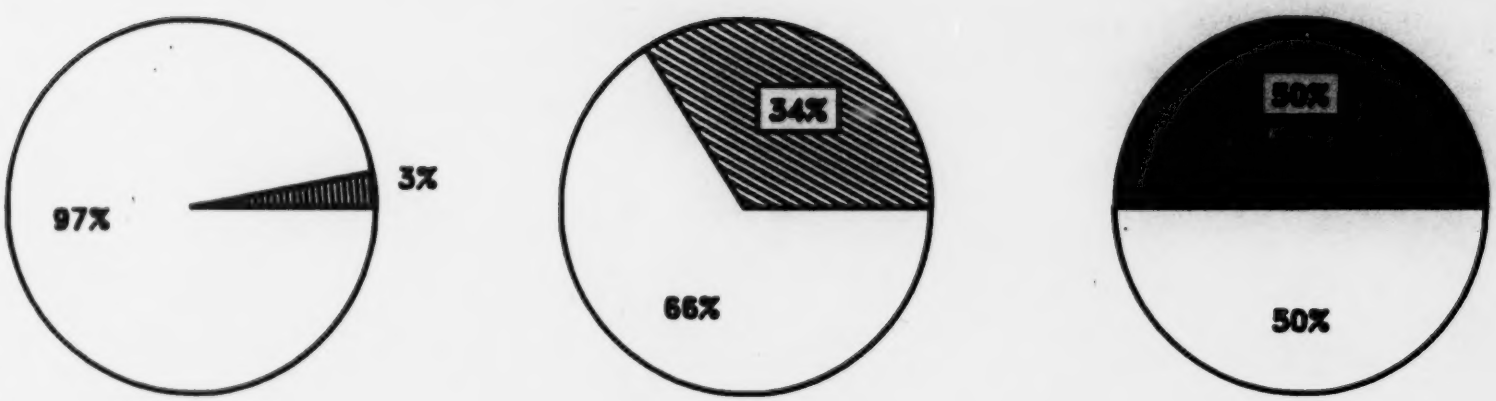
"PULLOUT" MODEL (86-87) VS. TEAM-TEACHING MODEL



86-87 GRADE 1 | 87-88 GRADE 1 | 88-89 GRADE 1

FIGURE I

FREDERICK COUNTY CHAPTER ONE PROGRAM
END-OF-YEAR ON-GRADE LEVEL COMPARISON
"PULLOUT" MODEL (86-87) VS. TEAM-TEACHING MODEL



86-87 GRADE 2 | 87-88 GRADE 2 | 88-89 GRADE 2

FIGURE II

FREDERICK COUNTY CHAPTER ONE PROGRAM
END-OF-YEAR ON-GRADE LEVEL COMPARISON
THREE-YEAR SUMMARY OF CHAPTER ONE OUTCOMES

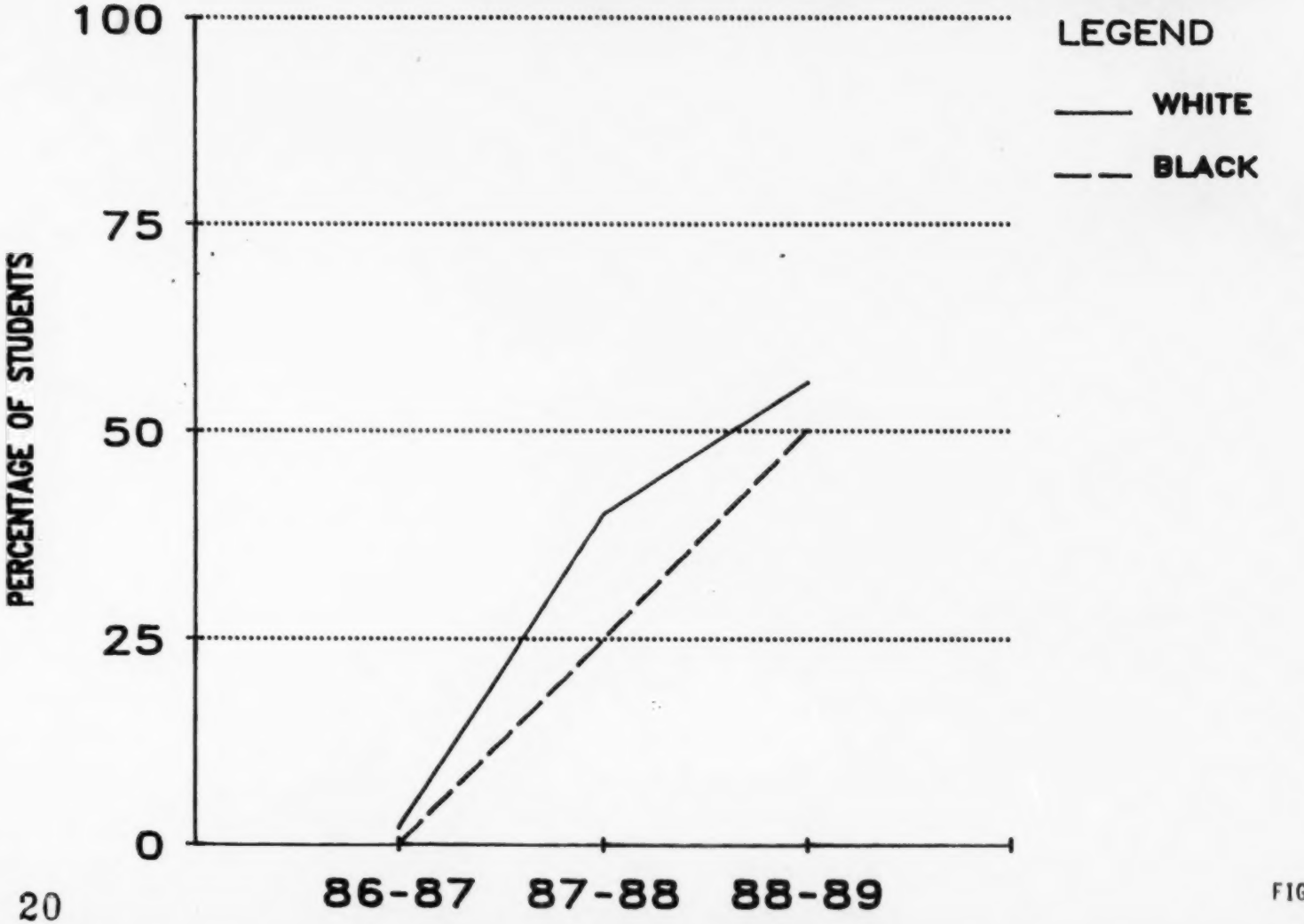


FIGURE III

BOARD OF EDUCATION OF FREDERICK COUNTY

POLICY

Chapter 100

Section 100 There shall be throughout the State of Maryland a general system of free public schools in accordance with Article 77 of the Annotated Code of Maryland. Educational matters affecting the State and the general care and supervision of public education shall be entrusted to a State Department of Education, at the head of which shall be a State Board of Education. Educational matters affecting the counties shall be under the control of a county board of education in each county. The geographical boundaries of the county school system shall be coterminous with the geographical boundary of the respective county and it shall seek in every way to promote the interests of the schools under its jurisdiction

100.1 Administration of the Public Schools
The county board of education shall determine, with the advice of the superintendent, the educational policies of the county school system. The superintendent shall prescribe rules and regulations for the conduct and management of the public schools consistent with Board of Education policy and with applicable laws and bylaws of the State of Maryland

100.11 Mission of the Frederick County Public School System
The primary mission of the Frederick County Public School System is to teach for quality learning for all students

100.12 School System Improvement Goals
An effective school in the Frederick County Public School System is one which achieves its teaching for learning mission by demonstrating quality and equity in its program outcomes

The Frederick County Public School System believes that an effective school system is one in which resources are organized and delivered in such a way as to assure that all students within that system (regardless of race, gender, or socioeconomic status) learn the essential curriculum as defined by the system. It also acknowledges that an effective school system, through its statement of mission and goals, its instructional program and support services, and its allocation of resources, assures that its priorities are teaching for learning, and that its focus is on both quality and equity.

The Frederick County Public School System adopts the following eight system improvement goals for the time period of 1988-89 through 1991-92

A. Criterion-reference standards will show annual increases in the percentages of students at the respective grade level who attain essential objectives of the curriculum

B. State Functional Test Scores for the Frederick County Public Schools will show annual increases in the percentage of students at grade 9 and 10 who reach or exceed criterion for mastery

C. Standardized test scores for Frederick County Public Schools will show annual increases in the percentage of students within the fourth quartile and annual decreases in the percentage of students in the first quartile

D. There shall be no significant differences in the proportion of youth demonstrating minimum academic mastery as a function of gender, race, or socioeconomic class

E. The percentage of student attendance will increase annually

F. The percentage of student drop-outs will decrease annually

G. Ninety percent (90%) of all students will complete the equivalent of one-year of Algebra I before graduating.

H. As overall achievement scores rise, outstanding individual achievement will also increase

The Frederick County Public School System directs the Superintendent of Schools to issue an annual report each of these four years to indicate the progress the school system has made in the above eight system improvement goals in an attempt to meet its mission of teaching for quality learning for all students. While the report at the end of 1988-89 is one that will indicate the planning and training efforts and also the identification of base-line data, the reports for the following three years will be progress reports which indicate how the school system is meeting the eight school system improvement goals

GRAPHIC REPRESENTATION OF READING PROCEDURE/PROCESS

READING 500 minutes/week

LOCAL TEACHER

COOPERATIVE TEACHER

Responsible for Quarterly

Group A - Non-Chapter I
Group B - Chapter I

Group C - Non-Chapter I
Group D - Chapter I

TIME	GROUP B	GROUP D	GROUP A	GROUP C
9:00 to 9:25	Instruction	Instruction	APT	APT
9:25 to 9:50	Follow-up	Follow-up	Instruction	Instruction
9:50 to 10:15	REEM*	REEM	Follow-up	Follow-up
10:15 to 10:40	APT	APT	REEM	REEM

*NOTE: REEM means reinforcement, extension, enrichment, and modified instruction. This time may be used as flexible time for small groups and individual needs.

CHAPTER 1 STUDENT-IDENTIFICATION MATRIX

DATE_____ 19__

Student's Name _____ School_____
Date of Birth ___/___/___/ Teacher _____

Grade _____

SECTION I READING

1. Standardized Test Performance in Reading
   Test: _____ Date: _____ 19 ____

Score a "5" for 0-39%		
Score a "3" for 40-49%	___	
Score a "0" for 50% plus		

2. Enter This Student's Instructional Level:_____

Score a "3" if significantly below grade level expectations		
Score a "2" if somewhat below grade level expectation	___	___
Score a "0" if at (or above) grade level expectations		

3. Teacher Rating (Regular class only)

Score a "2" if this student is in the bottom 1/4 of your class		
Score a "1" if this student is in the bottom 1/3 of your class	___	___
Score a "0" if this student is in the top 2/3 of your class		

TOTAL READING SCORE (Sum of the three scores above)	___	___ x2

SECTION II MATHEMATICS

1. Standardized Test Performance in Math
   Test: _____ Date: ____ 19__

Score a "5" for 0-39%		
Score a "3" for 40-49%	___	
Score a "0" for 50% plus		

2. Enter This Student's Instructional Level:_____

Score a "2" if significantly below grade expectations		
Score a "1" if somewhat below grade level expectations	___	___
Score a "0" if at (or above) grade level expectations		

3. Teacher Rating (Regular class only)

Score a "3" if this student is in the bottom 1/4 of your class		
Score a "2" if this student is in the bottom 1/3 of your class	___	___
Score a "0" if this student is in the top 2/3 of your class		

TOTAL MATH SCORE (Sum of the three scores above)	___	___ x2

SECTION III OTHER FACTORS (Check as applicable for this student)

Student has been retained prior to this school year (Do not check for year of T-1 placement) ___

Student has transferred schools two or more times ___

Student has frequent absences (number of days ___) (Please comment below) ___

Student is eligible for free or reduced lunch ___
(Enter the total number of checks for this section ___

SECTION IV SPECIAL PROGRAMS (Check as applicable for this student)

Student received Chapter 1 services last year ___

Student was in transitional first grade last year ___

Student is receiving special education service ___ Level ___

SECTION V COMMENTS

Please provide additional information or comments that you feel need to be considered for this student.

FOR CENTRAL OFFICE USE ONLY

	Low	Moderate	High
I Reading			
II Math			
III Other Factors			

Recommended Action:

FREDERICK COUNTY PUBLIC SCHOOLS
MATHEMATICS PROGRESS RECORD

Name. Last _____ First _____ Middle _____

Write date of skill attainment (month, year) in column only for level of assigned book.

		Grade 2	Mastery
	55	Read words eleven through twenty.	
MS	56	Say ordinal numbers to thirty-first.	
MS	57	Count/write to 100 by 1's, 2's, 5's and 10's.	
MS	58	State place and value through hundreds.	
MS	59	Count to 999.	
MS	60	Read/write numbers through 999.	
	61	Compare numbers to 999 using $<$, $>$.	
MS	62	Combine two sets; write number sentence.	
MS	63	Identify sum and addend.	
	64	Solve addition/subtraction facts using number line.	
	65	Write related addition/subtraction facts for number families through 18.	
MS	66	Write sums for addition facts 0 to 18 in ten minutes.	
MS	67	Add two and three-digit numbers without regrouping.	
	68	Add two two-digit numbers with regrouping.	
MS	69	Identify difference.	
MS	70	Write differences for subtraction facts 0 to 18 in ten minutes.	
MS	71	Subtract two three-digit numbers without regrouping.	
MS	72	Read/write fractions 1/2, 1/3, 1/4 to 1/10.	
	73	Identify circle, triangle, square and rectangle.	
	74	Identify/draw a line segment.	
MS	75	Name days of the week in sequence.	
	76	Locate calendar dates.	
	77	Count/write coin values through 50¢.	
	78	Identify a dollar bill.	
MS	79	Measure to nearest meter.	
MS	80	Estimate/measure lengths to nearest centimeter.	
	81	Measure to nearest inch.	
MS	82	Weigh to nearest pound, gram or kilogram.	
	83	Define dozen.	
	84	Identify liter.	
MS	85	Show left/right.	
	86	Solve problems using picture and bar graphs.	
MS	87	State correct operation for simple word problems (sums/differences to 18).	
MS	88	Solve oral and written one step word problems.	
	89	Solve picture problems involving money to 30¢.	

INTRODUCTORY SKILL EMPHASIS (I)

Check Qtr.(s) Emphasized 1 2 3 4		Skill	Student Exceptions
☐☐☐☐	T2-2 j	Make inferences	
☐☐☐☐	T2-3 k	Draw conclusions	
☐☐☐☐	T2-3 m	Determine main idea and detail	
☐☐☐☐	T2-3 o	Identify and describe plot	
☐☐☐☐	T2-7	Identify and describe literary terms	
☐☐☐☐	T2-7 b	Identify and describe climax	
☐☐☐☐	T2-7 a	Identify and describe conflict and resolution	
	T2-9	Identify characteristics of narrative genre	
☐☐☐☐		3. Tall Tales	
☐☐☐☐	T5-7	Tell an original story	
☐☐☐☐	T5-14	Write an original story	
☐☐☐☐	T5-15	Develop and present a short report (expository)	
☐☐☐☐	T5-16	Give directions	
☐☐☐☐	T5-17	Describe a character, setting and/or plot	
☐☐☐☐	T5-18	Write questions, statements, and exclamations with correct punctuation (. ! ? ,)	
☐☐☐☐	T5-19	Write a paragraph using topic sentences and two supporting sentences showing correct punctuation, capitalization, indentations, and exclamations	
☐☐☐☐	T5-20	Write a thank-you note	
☐☐☐☐	T5-35	1. Speak and write to express personal feelings, ideas, and experiences	
☐☐☐☐		2. Speak and write to entertain	
	T2-10	Identify characteristics of expository and differentiate among types	
☐☐☐☐	T2-10 c	Text books	
☐☐☐☐	T2-10 d	Newspapers/news articles	
☐☐☐☐	T4-8 a	Identify and apply knowledge of short vowels and long vowels	
☐☐☐☐	T4-10	Recognize consonant-vowel patterns (vc, cvc, cvcc, cvvc, cv)	

Check Qtr.(s) Emphasized 1 2 3 4		Skill	Student Exceptions
☐☐☐☐	T4-11	Substitute blends and digraphs in initial and final positions	
☐☐☐☐	T4-12	Differentiate between hard and soft *c* and *g*	
☐☐☐☐	T4-13	Differentiate between the combinations of *oo*	
☐☐☐☐	T4-14	Identify and read words correctly with "r" controlled vowels	
	T4-15	Identify and apply knowledge of the following	
☐☐☐☐		1. Blends	
☐☐☐☐		2. Long vowels	
☐☐☐☐		3. Short vowels	
☐☐☐☐		4. Diphthongs (*aw*, *oy*, *ou*, *oi*, *au*, *ay*, *ew*)	
☐☐☐☐		5. Silent consonants (*k*, *b*, *l*, *g*, *w*, *t*) and sound of two consecutive consonants	
☐☐☐☐	T5-9 b	Demonstrate simple sentence knowledge: subject, predicate, capitalization, and punctuation	
☐☐☐☐	T5-9 a	Identify root words. Add endings *-s*, *-ing*, *-ed* to root words with no spelling changes	
☐☐☐☐	T5-11 b	Discriminate between singular and plural nouns	
☐☐☐☐	T5-21	Identify and use antonyms, synonyms, homonyms, and multiple meaning words in listening, speaking, and writing	
☐☐☐☐	T5-22	Classify nouns, verbs, and adjectives	
☐☐☐☐	T5-23	Determine subject and verb agreement	
☐☐☐☐	T5-24	Make plurals of words ending with "s", "ch", "x", "sh", "z"	
☐☐☐☐	T5-26	Demonstrate meaning and use of "er" and "est" as agent and comparison	
☐☐☐☐	T5-27	Identify and use pronouns	
☐☐☐☐	T7-12	Copy from the board	
☐☐☐☐	T9-4 f	Locate guide words, when available, in materials	

APPENDIX F

READING PLANS FOR _____ LEVEL ___ STORY # ____ PAGES ____

SELECTION _____

OBJECTIVES

VOCABULARY

LESSON

CLOSURE

FOLLOW-UP AND APT	EXTRA CHAPTER I LESSON OBJECTIVES: GAMES, ACTIVITY,ETC.	MATERIALS

APPENDIX G

MATH PLANS FOR _____ CHAPTER # _____ PAGES _____

OBJECTIVES

MOTIVATION (TAP PRIOR KNOWLEDGE) AND DEMONSTRATION

LESSON (INCLUDE GUIDED PRACTICE)

CLOSURE:

FOLLOW-UP _____ MATERIALS AND MANIPULATIVES: _____

INDEPENDENT ACTIVITIES: _____

CHAPTER I LESSON OBJECTIVES (if appropriate):

CHAPTER I PARENT RESPONSES

FREDERICK COUNTY - 1988-89

1. 97% OF THE CHILDREN ENJOY GOING TO SCHOOL.
2. 99% OF THE PARENTS HAVE VISITED THEIR CHILD'S SCHOOL.
3. 99% OF THE PARENTS HAVE BEEN INFORMED OF THEIR CHILD'S PROGRESS IN SCHOOL.
4. 99% OF THE PARENTS FEEL WELCOME IN THEIR CHILD'S SCHOOL.
5. 97% HAVE BEEN INVITED TO ATTEND MEETINGS OR ACTIVITIES AT THEIR CHILD'S SCHOOL.
6. 99% OF THE PARENTS FEEL THEIR CHILD IS LEARNING IN SCHOOL.
7. 91% OF THE PARENTS WOULD FEEL COMFORTABLE VOLUNTEERING IN THEIR CHILD'S SCHOOL.
8. 95% OF THE PARENTS WOULD RECOMMEND THIS PROGRAM TO OTHER PARENTS.